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## The Missouri Miner, November 24, 1969

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SPECIAL!



# The Missouri MINER

UNIVERSITY OF MISSOURI - ROLLA

VOL. 56

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ROLLA, MISSOURI

NO. 10



## Experiment Performed

# Finals - Testing Achievement Or Endurance

It has long been the opinion of both faculty and students at the University of Missouri-Rolla, that one of the primary reasons for the high student dropout rate and high level of psychological anxieties among students, is the extreme amount of pressure that is placed on the students here. This pressure is created by a number of factors, and one of the most predominant is that created by the present policy concerning final examinations.

There has been considerable discussion, pro and con, concerning the exemption of A and B students from final exams, but little consideration has been given to the majority of the student body; those that are not members of the elite upper 10 to 25 percent. There has been no attempt to solve the real problem - the physical and mental hardships caused by poor scheduling of final exams. The present finals schedule still permits students to be subjected to three or more final examinations in one day. Students are still not allowed sufficient time to prepare for final examinations, neither academically or physically; i.e. obtaining enough sleep to be alert during the examination.

At the end of the fall semester of last year, Dr. Clyde G.

Wade, Associate Professor of English at UMR, tried an experiment to discover how much physical and mental fatigue really does affect a student when he is taking a final exam. He gave identical American Literature finals to two different classes. One was given at 7:30 A.M. the first day of finals and the other was given on Thursday of finals week. The class which took the exam on Monday scored one letter grade higher than the class that took the same exam on Thursday. The most startling fact about the whole experiment was that on all the previous hour exams, the class that took the final on Thursday outperformed the other class by a full letter grade. Dr. Wade questioned the students after their Thursday exams and all complained of extreme fatigue. Some students mentioned that their poor performance was due to an over-abundance of finals on that day or on the previous day. Others said they had been taking tests for eight days, referring to laboratory course finals and hour quizzes given the week prior to finals week. Pressure and fatigue, not scholastic merit determined student performances on this particular final exam. This specific example cites a trend that has

made its presence felt on this campus: finals are no longer a test of academic achievement, rather, they have become physical and mental endurance tests - a direct violation of their intended educational purposes.

There are certain reforms that could be instituted to remove some of the unnecessary pressure of finals without causing students or faculty any added hardships.

(1) Publish final exam schedules with class schedules. In this way the student gets to choose his own final schedule at the beginning of the semester. This plan would be easier to initiate than the others.

(2) No more than two finals on any one day or more than three in a two day period (or any other plan to reduce the number of finals, given over a

span of one or two days.)

(3) Either a preparation week, where there are no major tests in the week before finals week, or a three school day break period between the last day of classes and the first day of finals. The preparation week would impose a restriction on instructors and limit their authority to a certain extent. The three day break period, on the other hand, would allow the faculty to exercise their "academic freedom" and schedule tests at any time prior to the end of classes for that semester. Although the three day break idea would probably be abused by a good number of students who would go home over this break, at least the students concerned about their grades could have a breathing period in which to relax psychological anxieties which

might have been building all semester. The break would then give these students enough time to arrange an orderly finals study schedule instead of the now present hectic studying immediately following the last week of classes and continuing through finals week. Even if just one student was saved from a possible mental trauma, this idea would be worthwhile. Consider the fact that there is a great number of people at the end of each semester who are either on probation or close to going on probation. And realize that these people still have a chance to get a fouled up final schedule. This makes one wonder how some people can be so apathetic to a cause which can prevent many students from having severe mental setbacks or even dropping out of school at this very crucial period of their lives.

## Should A Or B Students Be Exempt From Taking Final Examinations

The first possibility under the third major section on the ballot deals with the above average students, the students who can get an A or a B in a course. If acted upon, these students would not be required to take a final exam in any course in which their classwork before the final had them higher than a C.

This would provide incentive to students to maintain high grades prior to finals, in order to be exempt from these tests. It would also allow a student who has been exempted to concentrate more on courses in which he has lower grades prior to finals.

On the other hand, there are certain possible disadvantages to a specialized exemption. It could possibly benefit the good student more than it helps the average student at UMR. There arises a question of equality, as all students in the same course would not receive identical treatment. From the instructor's viewpoint, he would be hard-pressed to determine a grading scale or a curve for students taking finals, because he has no comparison as to good students who were exempted. He also has no means of evaluating his teaching techniques for past semesters or determining faults in his past final exams. How well he taught or how difficult his tests are, are measured relative to both an instructor's good students and poorer students. Exemption of good students could throw grades entirely out of proportion.

The subject of student exemptions from finals causes another possibility to arise on the referendum ballot - the choice of leaving all final exemptions, if any, up to the decision of the instructor. Basically, the instructor should be the most logical person to differentiate between the good stu-

dent or the poor student and he is also aware of the conditions under which he is teaching. Again, such a policy would provide in addition an incentive to the student to maintain a high level of grades.

However, while the plan serves to reward scholastically high students, it seems to discriminate against student equality as a whole. Secondly, retention of the present policy of requiring all finals would tend to add congruity and unity to an instructor's course and thus, the general comprehension and purpose of the course would not be lost. Finals also serve as a kind of teacher evaluation to the administration and departments on campus.

The question is thus reduced to what kind of change, if any, is necessary? Is the present policy on finals being efficiently followed? One advantage of our present system is that it maintains unity in a course, as finals tie together the entire semester's work. A final exam also allows a teacher to evaluate his efficiency and to adjust his methods. But in reality, the present policy is not in actual practice; it is being bent and stretched to suit special needs of instructors, students, graduating seniors, and so on. The needs of departments, students, and instructors call for development of a new enforceable policy on finals.

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## Preparation For Finals Covered In Referendum

The first section of the November 25 Referendum ballot discusses two new possibilities for methods of preparation for final exams. One idea involves only minor changes before finals week, such as the elimination of last minute hour exams, while the other topic entails a completely new kind of finals week, which includes an added three day break prior to final exams. The point of both is to give each student an equal chance to prepare himself for a comprehensive final, and to allow him to avoid, at least to a certain extent, the drudgeries of all-nighters and cramming that the present system forces upon him.

The first heading deals with a preparation week; this plan would not change the time of exams, class schedules, or force any severe restrictions upon the instructors. Classes would meet as scheduled during the week before finals, and the only restriction placed upon the instructor is that he cannot give any major hour quizzes during the week.

There are two advantages that result from this, should it go into effect. First, it would relieve last minute pressure normally experienced immediately before finals, so that the student would not have to be prepared for two comprehensive exams within the period of a week or less. Second, the time in class could be put to better use for review of the semester's

material or a coverage of new material since the last hour exam that could be used on the final. Either way, the student could be assured of having at least a little more time to absorb what it has taken him eighteen weeks to learn.

There are a few possible flaws in this method. It would still allow for shotguns, lab tests, and graded homework, and enough of these could more than make up for not having an hour exam. It may also cause hour exams that were scheduled to be pushed back to previous weeks; these would then be piled up on already scheduled tests. This would defeat the whole purpose of this plan, for then a student would have to cram for that next hour exam which may only be a week after the one he had yesterday.

How does this policy affect the individual student on the UMR campus? For one thing, it is possible that many students would prefer announced hour exams to an unannounced barrage of last-minute shotguns; also, in getting caught up to take the hour exam, he would be more knowledgeable on a large portion of the material that is to be covered on the final. Shotguns, lab quizzes, and homework still being given in reality does little to relieve any of the pressure before finals. The coverage of new material the week before finals is also a factor affecting pressure on students. On the other hand,

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## Second Topic On Ballot To Let Teacher Decide On Necessity Of Final

A second referendum measure concerning final exams involves the decision as to whether or not there should be a final exam for a particular course. In a presentation of this question before the students, there are two alternatives that must be considered in detail.

The new policy under study is a plan to allow the individual instructor the right to decide if a final is to be given in his course. The philosophy underlying this idea concerns the academic freedom of the individual. Many departments on campus now operate under a policy of giving a general, comprehensive final exam for a particular course in their department. As a general rule which must be followed, the department does not take into consideration the instructor's method of teaching, the type of tests

he regularly gives, or what he expects his students to accomplish.

Several principles behind this kind of an exam concern its evaluation of the instructor, the student, and the department itself. A general, departmental exam primarily evaluates the effectiveness of an instructor's techniques and the department's basic program of study, while it does less to determine an individual student's educational progress. In reality, the student's actual progress is best determined by his individual course instructor, rather than a vague departmental test, as his instructor is aware of the more specific points of his teaching. Since he is the one person who is most aware of his class and the classroom atmosphere, it makes sense that he should know better than any-

(Continued on Page 2)



## Voting Instructions Outlined On Important Referendum

This Tuesday, November 25, the Student Council election on the Referendum regarding final examinations will be held between the hours of 8:30 and 6:00 in the East Ballroom of the Student Union. This referendum gives the student a chance to express his opinion on the all important policy of final examinations. As a result, every UMR student should take it upon himself to vote on this important measure in order to inform the faculty on the student opinion. The voting instructions are outlined as follows:

The ballot is divided into six parts, the first being on the final review period. It is divided into three preferences, each regarding a plan on a review period. The voter is asked to list these in order of preference. If he finds none preferable the voter should mark the box indicating this but still list the choices in order of preference. In other words, even if the voter does not approve of any of the

choices, he should mark the space provided for this and then list the choices in order of preference.

The second part, instructor's discretion, has two possible choices. The voter is to indicate which of these he prefers. If the voter finds neither plan acceptable, he should indicate this but go on to note the plan he thinks is the better.

Part number three has five sections. The first three, A, B, and C, are to be answered as in number one above. List them in order of preference or mark "none of the above" and then list in order of preference. The remaining sections, D and E, are to be answered either by marking "yes" or "no".

Part four on scheduling of final examinations is to be answered yes or no.

Part five will be a list of preferences from among the first four parts. The student is asked to give first, second, and third

preferences of measures upon which he would like action to be taken from the first four sections of the ballot. For example, if the voter thought that adopting IA and IIB would be the best policy, he would mark these in part five.

The final part, section six, is devoted to Baccalaureate. A simple yes or no answer is sufficient here.

To vote in this election, the student must present his I.D. He will then be given an information sheet and ballot. Members of Student Council will be present to answer questions that might arise. The entire voting procedure is designed to run as quickly and with as little delay as possible. The importance of this election on the Referendum can not be stressed enough, and it is imperative that all those who can must vote in order to show the student opinion on the policies of final examination.

## Second Measure On Referendum Directly Involves Instructors

(Continued from Page 1)  
one whether a final is necessary or not.

It would thus seem logical under this new plan to allow final exams to be given according to individual course sections and entirely according to an instructor's own discretion. This would maintain equality among the students of the instructor's course section, but at the same time would permit individual educational progress as determined by the person closest to the subject, the teacher.

Major arguments against this new plan are centered around a splitting of departmental unity, continuity of a course from year to year, and an instructor's teaching techniques. Many tightly organized departments on campus would feel the decentralization of their general programs, which in essence evaluate the individual teacher's performance from year to year, and thus, they would be limited as to ways of improving the department.

Another important factor is the maintenance of the quality of a university's education over a period of time. Certain general evaluations of students

and teachers are needed to uphold a continuity of course quality. These types of exams not only benefit departments and universities, but also help the instructor modify his teaching methods and help the student see his status on a large competitive scale. In addition, the fact that final exams tie together the work of an entire semester establishes a unity and general purpose for a particular course.

The other alternative to allowing instructors to make a decision on finals is to remain under the present policy of mandatory departmental finals for all students. Under this policy at the present time, one must consider what is actually happening.

First, it is a well known fact that many of the rules governing final exams are being stretched to suit particular departments and course sections in which these standard rules are not feasible. Individual instructors have for a long time substituted hour exams during periods on finals' week or eliminated finals altogether. In courses where the material covers a wide range of topics, several projects, or experiments, a test over each aspect of the course is frequently a

suitable evaluation.

Laboratory courses, which heavily depend on reports during an experiment, and calculations and conclusions drawn after an experiment often inaccurately measure an individual's ability by giving a final exam; this test measures very little of how the individual performed the experiment and often cannot tie together the many diverse aspects of many different experiments.

Secondly, the opinion of many instructors is concerned with the fact that they seem obligated to give a final exam according to University rules, when in reality, they would rather not do so. Thus, the basic issue seems to be either enforcing the present University rules on finals, when in some cases they are unsuitable, or changing the present policy so that it will actually suit the needs of students and their instructors. Such a change would correct having to extend any rules out of their scope.

In order to emphasize what type of finals policy is favorable on the UMR campus, a large sample of student opinion must be expressed, for the UMR faculty must know how to relate the opinions of their students to their needs.

## Referendum Ballot

I. FINAL REVIEW PERIOD (Please list your order of preference)

- A. Adopting a preparation week before the final exam period, during which classes would meet as scheduled, but no hour quizzes could be given in lecture classes.
- B. Initiating a 3-day study period, excluding Saturday and Sunday between the last day of regular classes and the first day of final week.
- C. Retaining our present system of beginning final week immediately after the last week of regular classes.
- 1st preference \_\_\_\_\_  
2nd preference \_\_\_\_\_  
3rd preference \_\_\_\_\_
- I am not in favor of any of the above.

II. INSTRUCTOR'S DISCRETION

- A. It shall be an individual instructor's privilege to decide whether or not a final exam shall be given in his course.
- B. The present policy should be maintained in which a final examination must be given in every course.
- preference \_\_\_\_\_ not in favor of any of the above

III. EXEMPTION FROM FINALS (List your order of preference)

- A. A student who has a grade of A or B in a course immediately prior to final exams shall not be required to take the final in that course.
- B. It shall be the instructor's privilege to decide which students, if any, will be dismissed from the final.
- C. The present policy--every student taking the course shall be required to take the final in that course.
- 1st preference \_\_\_\_\_  
2nd preference \_\_\_\_\_  
3rd preference \_\_\_\_\_
- Yes \_\_\_\_\_ No \_\_\_\_\_

- D. Are you in favor of a senior in his graduating semester not being required to take final exams?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- E. Are you in favor of there being no final exams given and your grade being entirely based on your class performance at the end of the semester?  
Yes \_\_\_\_\_ No \_\_\_\_\_

IV. SCHEDULING OF FINAL EXAMS

- Yes \_\_\_\_\_ No \_\_\_\_\_
- A. Are you in favor of not being required to take more than 2 finals in one day?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- B. Are you in favor of not being required to take more than 3 finals in two consecutive days?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- C. Are you in favor of not having finals scheduled during the last exam period of the 2nd, 4th, and 6th afternoons of final exam week?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- D. Are you in favor of final exam schedules being published with the schedules of classes at the time of registration?

V. OVERALL PREFERENCES (Please list your order of preference of which particular section you would like to see enacted) Circle one for each preference.

- 1st preference: I-A, B, C; II-A, B; III-A, B, C, D, E;  
IV-A, B, C, D.
- 2nd preference: I-A, B, C; II-A, B; III-A, B, C, D, E;  
IV-A, B, C, D.
- 3rd preference: I-A, B, C; II-A, B; III-A, B, C, D, E;  
IV-A, B, C, D.

VI. BACCALAUREATE

- Yes \_\_\_\_\_ No \_\_\_\_\_
- A. Do you desire that there be a baccalaureate service in conjunction with commencement?
- Yes \_\_\_\_\_ No \_\_\_\_\_
- B. Will you be graduating this year?

NOTE: The results of this referendum will be reported to the faculty.

### Baccalaureate Exercises May Be Discontinued

In recent years, the attendance at the baccalaureate exercises on this campus has been fairly poor. The average attendance has been running somewhere near 50%. The question asked by many of those affiliated with the commencement program is "Do students

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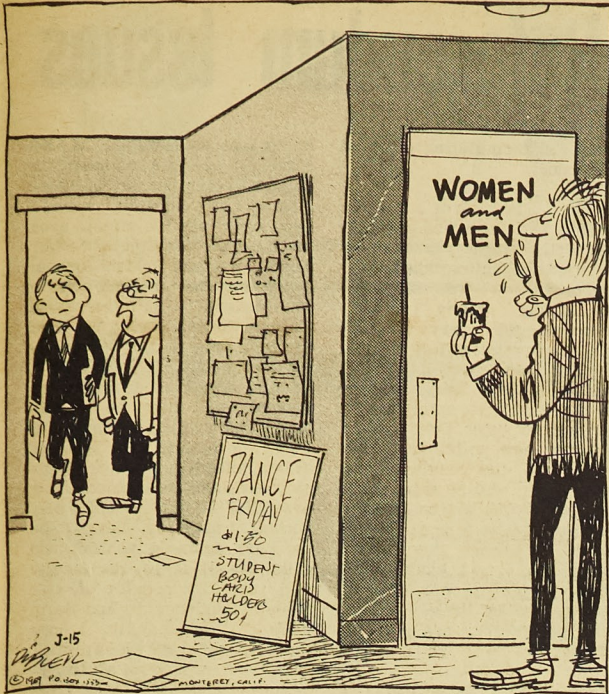
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## LITTLE MAN ON CAMPUS



"I UNDERSTAND THE STUDENT COUNCIL HAS TAKEN SOME BOLD NEW STEP ON INTEGRATION."

## Ballot Contains Many Options For Students' Consideration

(Continued from Page 1)

few people can or want to cram or pull all-nighters, and this strain would be alleviated to a great extent. Also, a student's concentration could be directed more toward final exams without hour tests during the week.

The second major heading presents a three-day study period, which does not include the weekend, before finals. Professors and instructors would be available during this time either in their offices or the classroom to help students. This break with no restrictions relieves pressure on the students no matter how they use their time. The student's time is not occupied by attending classes or completing assignments immediately before final exams. Tests of any kind are no problem at all under this policy.

There are a few major changes that would occur if this policy were adopted, that could meet with disapproval not only by the students, but also by the administrators of the University. It would of necessity involve a lengthening of the school year by three days per semester; the year would have to begin three days sooner and end three days later. Exams

would begin on Thursday of what is now final week, and go through the following Wednesday, with Sunday off. This could also be considered a needed break to regroup the energy necessary for the second "half" of final week. Another major disadvantage would be the increased expense incurred by paying instructors, employees, and others for the three extra days.

The time gained by this method may benefit the good student with organized study habits more than it benefits the average student with only fair study habits. The way in which the time is spent is left up to the student, and he can waste it if he wants; but it all comes down to the fact that a student's grades at the end of the semester are his own responsibility. The idea of a study break before finals week is becoming increasingly popular in many colleges and universities around the country, but the situation at UMR is different than most colleges, and this should not be considered a criterion for what is "good" for students here at Rolla.

The third and final heading, continuing the present policy, completes the list of possibilities for how and when final

## Vote On Tuesday

# Referendum Issues Discussed

Assuming a student will know when final week is, how prepared he will be, or even if he has to take a final at all, the next important question for him is when and how often during final week he will have to take individual exams. This all comes under the scheduling of final exams.

The first two sections deal with the number of exams that a student can have in a certain period of time. If these two can be worked into the scheduling favorably, a student will never have two finals in one day or three finals in two days. This once again involves a student being allowed ample time to prepare himself, and to avoid the nerve-shattering pressure of walking dizzily from one difficult two-hour exam right in to another, so that he looks like a victim of shell shock. The

difficulty with this would be the scheduling problem that would confront the Registrar's Office. There are two feasible ways of doing this, and preventing the possibility of a student having too compact an exam schedule.

One way of doing this would be to develop a system of scheduling spaced exam times for individual students, which would be a very complicated process, but which has been accomplished, for example, at the University of Illinois. The only other way of spacing exams is to let the exams fall where they will; if a student finds he has one of the above situations, he can go to his instructor if he wishes and have the final moved to an other time, possibly one of the examination times that would be left open should Section C go into effect.

All of this would depend upon whether or not the extra time between exams would benefit the individual student. Some would prefer to get them over with as soon as possible, because any extra time would be wasted, and they would like to get home sooner anyway. Others would use the time in between exams to get back their calm and to do some organizing and studying for the next exam.

The next section deals with cutting out three exam periods entirely from the exam schedule; specifically, the last exam period on the second, fourth, and sixth day of exam week. This in itself would virtually eliminate the possibility of three exams in one day, and would also serve to spread out the exams over a full six-day period. These periods could also be used to reschedule other exams that could not be taken for a variety of reasons. However, this plan would necessitate the giving of finals all day Saturday to get all finals scheduled.

The last section deals with a publishing in the schedule of classes at the beginning of each semester of all days and times of finals, as closely as can be approximated at that time. This

could partially determine in advance the way a student would set up his schedule for that semester. If a student has an equal choice between two courses, he can choose the one that gives him the best possible order of final exams. It is possible that this can change during the semester, but it would be intended in the first place as only a general idea, not as a signed contract.

Scheduling of final exams can be summed up like this: You can have a compact, and quite possibly very hectic schedule, and perhaps know about it in advance; or you can have several opportunities to change your schedule to a more leisurely, relaxed one, which admittedly may keep you in Rolla for an extra day or two. You will have this choice whether or not you know of your schedule of exams in advance.

This section completes the list of possibilities for the future of final exams on this campus. Student opinion will help to establish certain priorities for action when the faculty looks at the results later in the school year. The administration quite possibly would have taken action last year had they known what student opinion actually was. A very large percentage of students voting is necessary in order to have a valid, meaningful list of preferences to use.

### NOTICE!

All seniors who missed their appointment for the 1970 Rollamo senior pictures section can have this picture taken at Del Valle Studios, 203 E. 6th Street, on Monday or Tuesday, November 24th or 25th, anytime from 6:30 p.m. until 9:30 p.m. Those whose last name begins with the letters A thru M should come on Monday and N thru Z on Tuesday.

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## Officers Interviewed

## Leone And Kopf Comment On Referendum Issues

Miner: "What is the Student Council trying to accomplish through the referendums being voted upon this Tuesday?"

Leone: "Last year when this issue was first discussed, it centered around a proposal that was brought to the fore-front by the Committee on University Policy which is made up of the different department heads. At the time that this committee presented their proposal to the general faculty, one of the main points of controversy centered around what was student opinion. At that time the Student Council President, Bob Bruce, could not really offer substantial proof as to what the student opinion was. He had no actual basis and many faculty members argued that this decision should be delayed until student opinion could be obtained. I think this is the essence of why we're having the referendum, and we hope that by having the referendum, and obtaining student opinion, we will provide the faculty or the faculty committee that's designated to handle the policy decisions, with enough information that they can make a valid decision. They'll have input from the students and from the faculty, so they can start from this point and move forward to formulate some policy proposals to be brought back to the general faculty to decide upon."

Miner: "Kent, when did the Student Council start the proceedings on these referendums and what brought about these

ideas?"

Kopf: "Basically, the Student Council began working on the referendum last spring when the first proposal was made by the faculty committee to answer the present policy on final examinations. At that time the officers of the Student Council met with the faculty of the different departments and with the general faculty to try to gather support for this initial proposal.

Unfortunately, this proposal died on the table in the faculty meeting, but several important things were brought out during the discussions between the Student Council officers, the faculty, and students. The major point that was brought out was that this proposal as it was stated last spring was probably not the best way to alter the policy of final examinations. From this the Student Council decided to gather all the suggestions that were made by faculty members and by students and tabulate them in the form of a ballot for a referendum. In this way we could gather the opinions of students on all the possible proposals that were presented. Since that time we have been working steadily to formulate these proposals in a ballot form to gather all the possible proposals that we could and present them in a form where students could voice their choice on which proposals they felt would be most advantageous to them. Most of these ideas that are on the ballot came from discussions that we've had with faculty members and the students. Many of the ideas came out of the departmental meetings that members of the Student Council attended, as well as an open hearing that was held last spring, at which faculty members and a large number of students attended and voiced their opinions on the proposal as it was written last June. In addition, Blue Key fraternity sponsored a breakfast with the chairmen of the various academic departments as guests and several interesting ideas were brought up at that time that have been included in the balloting."

Miner: "There is one proposal listed in the referendum which we have not covered in any manner yet and that is the one concerning the baccalaureate and commencement exercises. What exactly is the purpose of this being in the referendum?"

Leone: "This is a question that was brought up at the open hearing last May. In the past a lot of effort has been made on the part of the faculty in planning the baccalaureate service for commencement and usually the student response has been fairly poor. The purpose of this commencement is to find out exactly how many students are

interested in a baccalaureate service and if there is not enough response to warrant the amount of work that the baccalaureate service entails, it will be dropped from the commencement proceedings."

Miner: "How will the results of Tuesday's vote be used for the benefit of the student body?"

Kopf: "As Jack said before, the major criticisms of the proposal last year is that there is really no way of the faculty knowing exactly how the student body as a whole felt on the proposal. This is the major purpose of the referendum that will be held on November 25. We intend to tabulate the results of this referendum in a form that will be useful for the Student Council and for the faculty, and then present these results at the December meeting of the general faculty. At that time it is hoped that the results will be handed over to a committee who is in charge of policy formulation and that this committee will take the results as well as input from faculty members and come up with the concrete proposal which they can in turn bring back to general faculty for their approval."

Miner: "Then actually the ballot as it will be voted on the 25th is not the concrete proposal that will be voted on by the faculty but is instead an opinion sampling of students which the faculty can use as one of the

basis for formulating the final proposal."

Leone: "The lack of student opinion last year was probably one of the major reasons why there was no action taken on the proposal that was submitted last spring. Many faculty members feel very strongly that the present policy on final examinations leaves much to be desired and are simply waiting for some concrete opinions from students to guide them in formulating new policies. In essence then, the results of this referendum will be reported to the faculty who will in turn use these results to formulate proposals to change the present policy on final examination. These proposals will in turn be voted on by the general faculty before they are put into effect."

Miner: "Jack, when can the student body expect to receive the benefits from these referendums?"

Leone: "I believe that the faculty will begin to take action on these issues very soon. I think I have seen in working with the faculty and administrators that the interest is very high. People are enthusiastic about it, both the faculty members and department heads. I believe this is an indication that they will do something about it, - they will make a decision. I think one factor that we need to consider here is the amount

of student enthusiasm. If the students are not enthusiastic enough to turn out for the referendum and vote, it would have very negative effects upon the faculty's decision. In other words, a small student turnout might lead the faculty to believe the students aren't interested and our present policy for final examinations should be retained. However, I don't expect this to happen. I think the students will carry on the tradition that we've had here at UMR, of having high turnouts at our referendums. For example, our last referendum had over 85% of the student body voting. I hope that this will be the case again on the 25th, and I believe if it is, the faculty will take the results of the student opinion pole and begin work on them quickly. I hope they will consider these proposals, and in light of all implications that might arise from them, make their decision within the semester. I don't believe there is any practical way that this proposed policy could be implemented for this coming spring semester. However, I do believe it is very feasible to see it in force during summer school and beginning next fall. Again, I think one of the most important aspects is the amount of student participation. I hope we do carry on our tradition of getting out the vote, and I believe our interest will be returned by quick action from the faculty."

## Traffic Safety

If you have registered your car and have not yet picked up your sticker, please do so because the stickers will not be mailed to students.

This year's stickers are bumper stickers, they should be placed on the rear bumper on the left side.

If a person has registered his car, this does not mean that he has a permit to park on campus. Parking permits will be issued as soon as possible. A student receiving a parking permit will be notified by telephone.

There are two free lots this year.

Lot 26 located on 14th and State. Students using this lot please have the courtesy to not block in another car.

Lot 36, which is located west of the material research lab. It is known as the Drill Field.

On the campus parking lots you are to head in to all parking spaces. Backing in to a parking space is a violation. All faculty, staff, and students who are issued parking permits please observe the yellow zone, visitor and official parking spaces and all zones.

Students living with their parents and driving cars to the campus must obtain an operator's permit. This will take the place of registering a car. For further information, contact Traffic Safety.



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## Exemptions May Be Given To Students With A Or B

(Continued from Page 1)

The fourth choice concerns seniors being exempted from

## Graduation Exercises Questioned

(Continued from Page 2)

want a baccalaureate?"

There is no present way of determining how many of the roughly 50% who do attend the affair actually wish to attend, or just feel obligated to attend. In an effort to get this information, the faculty Public Occasions Committee has asked the Student Council to include a section on baccalaureate services on the Referendum to be held on November 25. This question will be posed in part six of the Referendum ballot, with the graduating senior given more weight. A note to be made is that this question is stated in a manner which will encompass all commencements, not just the January commencement.

finals during their graduating semester. A senior has many equally important, if not more important, concerns other than final examinations. Some of these are: Interview trips; job placement; changing residence; and commencement activities. A senior's future becomes more of a non-academic decision immediately before he graduates.

A final topic proposed to the student body is the question of whether or not we should have final exams at all. Can a student's grade be determined entirely from his semester work?

Philosophically, this issue touches the many aspects of academic freedom, including the idea that education may be more accurately measured on a liberal, individual basis. In addition, some opinions favor the fact that a student's grade is his own responsibility and that a teacher should not need to feel obligated to give a final exam. This idea would al-

so once more solve the problem of student equality.

The effectiveness of final exams has also been questioned under this plan. Are finals actually a measure of what a student has learned? If so, do finals really have a noticeable effect on a student's grade? Advocates of this academic freedom and many students simply looking for solutions to school pressure and all-night study sessions believe that the final exam is just another test with much additional material to cram for and much intensive pressure directed at the student. Even if this idea is a solution, there is once again no tangible means to measure a teacher's effectiveness, and thus no base on which to judge the quality of a school's education.

It is not a question of whether or not a student can turn his back on so many sides of so many issues. Students: Finals are in your hands.

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